

Wellesley Park - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Wellesley Park Primary
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	22% (72)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Carly Wilkins Headteacher
Pupil premium lead	Emmie Hartley-Criddle Deputy Headteacher
Governor / Trustee lead	Michelle Fox Lead Disadvantaged Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,000
Recovery premium funding allocation this academic year	£8,410
Service premium funding this academic year	£0
Total budget for this academic year	
£88,410	
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
Additional:	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,804.00
Covid Catch Up Funding C/F	£6,836.00

Part A: Pupil premium strategy plan

Statement of intent

Our Trust and School ethos, is that every child 'Achieves, Belongs, and Participates'. We ensure this by providing every child with: a rich and diverse curriculum, that engages them; exceptional teaching and pastoral care; encouraged participation in enrichment events and wider curriculum learning experiences.

As a result, every child can expect to:

- **acquire** and build-upon powerful knowledge
- **develop** strong relationships as part of a whole-school community
- **experience** adults modelling success, ensuring that no one is left behind

The curriculum is designed to be well-sequenced and balanced; providing rich and purposeful opportunities, for all pupils. It promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of later adult life. At Wellesley Park, we aim to provide a curriculum that is highly effective; delivering outcomes that provide exceptional learning outcomes and experiences, that meet the needs of every child. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our pupils will be widely educated, with experiences that include consideration of the best that humanity has produced, words, art, ideas, science. We aim to ensure that students leave the schools within The Castle Partnership Trust exceptionally equipped, for the next stage of their education, training or employment, and educated so that they enjoy life and live well.

We want every child to feel valued, building on strong relationships that are modelled effectively, by all supporting adults:

- **Where every adult works for every child**, recognising the importance of positive and successful relationships
- With a sense of belonging to their House, through strong relationships, enrichment and the family ethos of the school, that celebrates everybody's achievements
- **Developing a sense of belonging**, whilst maintaining that sense of family and understanding of personal development
- **Celebrating kind and respectful behaviour**, modelled by every adult in the school. Poor behaviour is always investigated thoroughly and sanctioned appropriately, but balanced with understanding and support for all

We plan strategically, to ensure our most disadvantaged pupils are successful. To ensure this is effective we will:

- Ensure our disadvantaged pupils have the same equity of access, to enrichment and participation, as all others
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, by prioritising disadvantaged students within each subject
- Teachers are skilled practitioners, confidently able to intervene early when there is a lack of knowledge within a lesson, or sequence of lessons
- Underachievement is identified early, through termly Pupil Performance Meetings (PPMs) with headteacher / phase leader and SENDCo

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>To ensure that in reading, writing and maths our PP children close the gap and do as well in their attainment and progress from KS1 to KS2 as their non-PP peers, in school and nationally.</p> <ul style="list-style-type: none"> • Rosenshine’s principles: Ensuring strategies are understood and used effectively across all teaching • Assessment, marking and feedback: Ensuring all is high quality, purposeful and consistent • Supporting ECTs (Early Career Teachers) through the Early Careers Framework • Commission English & Maths through the National tutoring programme (NTP / Coach-Bright) • Utilise the latest research to inform our practice
2	<p>% of PP children achieving the expected standard in phonics and reading to increase to within national averages</p> <ul style="list-style-type: none"> • Teachers’ released for additional time to provide reading/phonics oral intervention sessions across KS1/Year 3. • Ensure excellent staff subject knowledge for the best teaching practice and consistent delivery of Phonics • Ensure that barriers to learning for phonics and reading, are identified early and the appropriate support put in place to prevent widening attainment gaps • Ensure that phonics and reading catch-up programmes / interventions are in place for the right children, at the right time • Ensure that pupils in all years are exposed to a wide range of reading materials and genres both as part of curriculum delivery and reading for pleasure • Resources for Learning reading support package to support development of literacy across the curriculum • National school-led tutoring programme and training for TAs to deliver high-quality, effective intervention
3	<p>Writing for disadvantaged pupils in KS2 to be above NA</p> <ul style="list-style-type: none"> • Writing to be a clear focus for disadvantaged pupils, ensuring that the gap between reading and writing, at KS2, is reduced from the 22% difference in 2020-2021 • Continue with catch-up coaching (Coach Bright) • Continue with Shine/Mark intervention programmes. • Continue with ½ termly PPMs • Talk for Writing consultant to provide specialist curriculum pedagogy training for staff • Continue with Phase Leader monitoring and subject leader monitoring
4	<p>Attendance of Pupil Premium children to improve and, when in school, children are emotionally and physiologically able to learn.</p> <ul style="list-style-type: none"> • Attendance to be carefully monitored, on a weekly basis, ensuring that all disadvantaged pupils are supported to attend school regularly, arrive on time and feel safe and enthusiastic, regarding their time and learning in school • Close liaison with parents/carers to ensure that school is working to support families who may be struggling • % of PP pupils with attendance at 90% or below, to reduce from 12%

	<ul style="list-style-type: none"> • All PP pupils requiring free breakfast club support to be provided with places • All PP pupils requiring additional SEMH / self-esteem / social skill support to be offered Forest School intervention • Continue working closely with key families • Weekly attendance monitoring as part of safeguarding meetings • Pastoral support and Forest school offers in school for children of attendance concern • Thera play / ELSA to continue for pupils with ongoing SEMH and attendance concerns.
5	<p>Ensure disadvantaged students acquire cultural capital</p> <ul style="list-style-type: none"> • Cultural Capital experiences monitored – any that were not achievable (due to Covid) have been carried over to 2021-2022 so as not to miss them out. • Ensuring that all disadvantaged students are consistently engaging in enrichment activities and that this is monitored termly • Disadvantaged students are supported in accessing trips and visits. • All families who need financial support for trips / visits etc are actively encouraged to request support • Curriculum sequencing supports this, to ensure disadvantaged students acquire cultural capital. • Curriculum enrichment supports the acquisition of cultural capital. • Introduction of participation tracker that will enable sharp focus on engagement of specific targeted students

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 There will be a narrowed gap in attainment and progress between our PP children and their non-PP peers, in school and nationally.	<ul style="list-style-type: none"> • PP pupils will reach the expected standard for their year group in reading, writing and maths. Scaled scores of SATs in Years 2 and 6 will be in line with their non-PP peers. • PP pupils will pass their Phonics Screening (Y1) and Multiplication Check (Y4).
2 Writing for disadvantaged pupils in KS2 to be above NA	<ul style="list-style-type: none"> • Pupils able to articulate their knowledge of key writing features and demonstrate this in their own writing • Evidence of progress clear in pupil books and through summative data from PPMs • Data will demonstrate progress improvement from previous year

<p>4</p> <p>Attendance of Pupil Premium children to improve and, when in school, children are emotionally and physiologically able to learn.</p>	<ul style="list-style-type: none"> • Whole school attendance will be above 96%. The percentage of PP children's attendance will be higher than the National Average. Persistent absentees for all children will be better than the National Average. • The school's fixed term exclusions will be below 2%.
<p>5</p> <p>Ensure disadvantaged students acquire cultural capital</p>	<ul style="list-style-type: none"> • The number of PP pupils taking part in enrichment opportunities will go up. • PP children will feel happier and more secure and will access a full curriculum. • PP children will find joy and a sense of fun and laughter.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher employed to teach in KS1	EEF evidence reduced class size	1, 2, 3,
Tom Sherrington	Research and multi-professional recommendation	1, 2, 3,
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3,
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.		1, 2,

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition partners - Coach Bright Tutoring: 70% of costs</p> <p>Funding: 70% of the cost is subsidised in academic year 2021/22. Schools need to fund the remaining 30% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 50% and for 2023/24 will be 25%.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3,</p>
<p>School-led Tutoring: £6885</p> <p>Funding: Funding is allocated for around 60% of pupils, in Year 1 to 11, eligible for pupil premium, per school. 75% of the cost is subsidised in academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%</p>		<p>1, 2, 3,</p>
<p>Educational Psychologist support</p>	<ul style="list-style-type: none"> Additional support secured for children requiring Educational Psychologist support, many of whom are entitled to pupil premium. This will enable support given for the most complex needs In return, children will be seen regularly, and the school, children and families will feel better supported in specific areas of need 	<p>4,</p>
<p>Nuffield Early Intervention Language Intervention (NELI) and Training for LSAs</p>	<ul style="list-style-type: none"> Nuffield Early Intervention Language Intervention (NELI) is an EEF Evaluated Project. It is proven to improve language skills of Foundation Stage pupils (aged 4-5) and develop children’s narrative, vocabulary and listening skills as well as phonological awareness. 	<p>1, 2,</p>
<p>IDL</p>	<ul style="list-style-type: none"> An EEF and SEND recommended on-line tutoring programme for children who are significantly behind their peers for reading, spelling and number. 	<p>1, 2,</p>
<p>ELSA</p>	<ul style="list-style-type: none"> EEF: SEL (Social and Emotional Literacy) interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment ... effective SEL can lead to learning gains of +4 months over the course of a year. 	<p>4,</p>

Forest School	<ul style="list-style-type: none"> • EEF: There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. 	4,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Theraplay	<ul style="list-style-type: none"> • Professional Educational Research: Play Therapy is an effective therapy that helps children modify their behaviours, clarify their self-concept and build healthy relationships. In Play Therapy, children enter into a dynamic relationship with the therapist that enables them to express, explore and make sense of their difficult and painful experiences. Play Therapy helps children find healthier ways of communicating, develop fulfilling relationships, increase resiliency and facilitate emotional literacy. Often children referred to Play Therapy have limited words to describe their thoughts, feelings and perceptions of their internal and external world. • Play Therapy: is an effective treatment for a variety of emotional and/or behavioural difficulties that children may present after experiencing trauma, abuse, neglect, loss, etc. 	4,
Curriculum enrichment through after school club, school trips subsidies	<ul style="list-style-type: none"> • All children, including Pupil Premium children encouraged to take part in activities to support life skills. WP memorable moment activities (four per year group, per year), based on the National Trust's 'things to do before reaching 11 and ¾'. • Large range of subsidised after school clubs and school trips. These will result in pupils feeling passion for a new activity; they will feel included within school life through taking part. • Pupils may find a skill that they enjoy and want to progress further with. • Children will want to attend school, and this will have a positive impact on attendance data. 	4, 5
Breakfast Club Subsidy	Pupil Premium children who are frequently late or have poor attendance to be given free places at breakfast club.	4,